

IDHS DIVISION OF TRAINING
FIRE INSTRUCTOR II/III
PRACTICAL SKILLS AND EXAMINATION HANDBOOK



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**FIRE INSTRUCTOR II/III LEAD
EVALUATOR HANDBOOK FOR
PRACTICAL SKILLS**

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Skill Sheet #1, Program Management

Objective: Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities and timeline for delivery, so that the specified sessions are delivered according to department policy.
(NFPA 1041, 2007 Edition, 5.2.2)

Task: The candidate will schedule course sessions with competing delivery timelines, facilities and staff. Scheduling will be completed according to department policy and shall meet required delivery timelines.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Dept. scheduling policy
- Instruction staff
- Scheduling form or calendar
- Instructional resources
- Course delivery timeline

Task Steps	
1.	Use appropriate scheduling form or calendar
2.	Follow department policy with regard to scheduling resources
3.	Avoid conflicting courses, staff and other resources
4.	Provide for course delivery according to given timeline
5.	Make effective use of available resources

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Skill Sheet #2, Program Management

Objective: Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and document. (*NFPA 1041, 2007 Edition, 5.2.3*)

Task: Using existing agency training resources, analyze budget needs according to training goals and budget policy. Identify and document those needs.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Agency budget forms or worksheets
- Detailed list of currently available resources
- Agency budget policy
- Source of instructional material and equipment

Task Steps	
1.	Follow agency budget policy
2.	Analyze existing resources
3.	Balance existing resources against training goals
4.	Identify resources needed to meet training goals
5.	Properly document resources needed to meet training goals

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PRACTICAL SKILLS AND EXAMINATION HANDBOOK

Skill Sheet #3, Program Management

Objective: Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy. (*NFPA 1041, 2007 Edition, 5.2.4*)

Task: The candidate will assume that budget needs established in skill test 2 have been approved by the Authority having jurisdiction. The candidate will demonstrate how to acquire training resources so that delivery is attained within established timelines, budget constraints and policy.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Purchasing policy and procedures
- Training budget
- Timeline for implementation of budget needs

Task Steps	
1.	Follow agency acquisition/purchasing policy
2.	Adhere to the established budget
3.	Meet established timelines for implementation of purchases
4.	Make purchases that support training goals
5.	Properly document expenditures and purchases

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Skill Sheet #4, Program Management

Objective: Coordinate training record keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met. (*NFPA 1041, 2007 Edition, 5.2.5*)

Task: The candidate will document training activity according to training policy and record keeping practices. Candidate will utilize proper forms and data bases, and ensure all agency requirements, legal requirements, and professional standards for record keeping are followed.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Training rosters or forms
- Record keeping policy, forms, databases
- Agency policy and procedures for training record keeping

Task Steps	
1.	Document training activity
2.	Utilize appropriate record keeping forms
3.	Adhere to agency record keeping policy
4.	Adhere to professional record keeping standards
5.	Adhere to all legal requirements for record keeping
6.	Properly utilize applicable record keeping database

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Skill Sheet #5, Program Management

Objective: Evaluate instructor, given an evaluation form, department policy, and job performance requirements, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator. (*NFPA 1041, 2007 Edition, 5.2.6*)

Task: Complete a teaching evaluation on an instructor. Use evaluation method provided by your instructor, department policy, and instructor job performance requirements, so that evaluation reveals strengths and weaknesses, recommends changes in style or commendation method, and allows for feedback from the evaluated instructor to the evaluator.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Instructor presentation program to a class of students
- Classroom
- Training policies and procedures
- Evaluation form and agency evaluation methods and requirements

Task Steps	
1.	Observe the teaching presentation of the instructor being evaluated
2.	Evaluate in a manner so as not to disrupt the learning environment
3.	Complete necessary forms or other documents
4.	Identify strengths and weaknesses of the instructor
5.	Make recommendations for changes in instructional style or method
6.	Allow for feedback from the instructor being evaluated.

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PRACTICAL SKILLS AND EXAMINATION HANDBOOK

Skill Sheet #6, Program Management

Objective: Administer training record systems, given agency policy and type of training activity to be documented, so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed. (*NFPA 1041, 2007 Edition, 6.2.2*)

Task: Maintain a training record system, given agency policies and type of training activity. Document information so that it is easily accessed, meets all agency and legal requirements, and keeps a concise record of training activities.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Individual training activities to be included as part of the training record system
- Training record database or file
- Recordkeeping policy and procedures training
- Training policies and procedures

Task Steps	
1.	Administer or maintain a training record system
2.	Document and record all training activity with the system
3.	Adhere to agency and legal requirements
4.	Maintain records in an easily accessible manner
5.	Maintain concise records
6.	Use or create proper forms and reports

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PRACTICAL SKILLS AND EXAMINATION HANDBOOK

Skill Sheet #7, Program Management

Objective: Develop recommendations for policies to support the training program, given agency policies and procedures and the training program goals, so that the training and agency goals are achieved. (*NFPA 1041, 2007 Edition, 6.2.3*)

Task: Make policy recommendations designed to promote the agency's training program. Use existing agency policies and procedures. Make policy recommendations that coincide with agency policy and training goals.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Agency policies and procedures
- Training program goals
- Agency policy format

Task Steps	
1.	Make recommendations for policies to support training program
2.	Achieve agency and training goals with written recommendations
3.	Promote established training goals
4.	Make recommendations in proper format
5.	Use an appropriate technical writing style
6.	Adhere to agency policies and procedures

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PRACTICAL SKILLS AND EXAMINATION HANDBOOK

Skill Sheet #8, Program Management

Objective: Select instruction staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency and instructional goals. (*NFPA 1041, 2007 Edition, 6.2.4*)

Task: Using instruction requirements, staff capabilities, and agency policy, choose instruction staff to teach various courses so that this selection achieves instructional goals.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Staff selection policy
- Staff capabilities and qualifications
- Instructional requirements
- Course to be taught

Task Steps	
1.	Review and consider capabilities of instructional staff
2.	Review and consider qualifications of instructional staff
3.	Consider what capabilities are required to teach given courses
4.	Choose appropriate instructional staff
5.	Adhere to agency policies
6.	Meet agency and instructional goals

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PRACTICAL SKILLS AND EXAMINATION HANDBOOK

Skill Sheet #9, Program Management

Objective: Construct a performance based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agency policies. (*NFPA 1041, 2007 Edition, 6.2.5*)

Task: Develop a performance based Instructor Evaluation plan using established job performance requirements and agency evaluation policy and procedures.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Job performance requirements
- Evaluation policy and procedures

Task Steps	
1.	Construct an instructor evaluation plan
2.	Develop a plan that is based upon instructor performance
3.	Use job performance requirements to evaluate performance
4.	Adhere to agency policy and procedure
5.	Create plan that includes evaluations at regular intervals
6.	Use appropriate evaluation methods in the plan

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PRACTICAL SKILLS AND EXAMINATION HANDBOOK

Skill Sheet #10, Program Management

Objective: Write equipment-purchasing specifications, given curriculum information, training goals, and agency guidelines, so that the equipment is appropriate and supports the curriculum. (*NFPA 1041, 2007 Edition, 6.2.6*)

Task: Write specifications for equipment purchasing. Use curriculum, training goals and agency guidelines. Purchase equipment that is appropriate and supports established curriculum.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Equipment procurement forms.
- Agency purchasing guidelines
- Necessary curriculum
-

Task Steps	
1.	Write equipment procurement specifications
2.	Adhere to agency policy and purchasing guidelines
3.	Write equipment procurement specifications that support curriculum
4.	Purchase equipment that complies with agency and training goals
5.	Use appropriate evaluation techniques and procurement forms
6.	Consider existing department resources and curriculum needs

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PRACTICAL SKILLS AND EXAMINATION HANDBOOK

Skill Sheet #11, Program Management

Objective: Present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that the recommendations are unbiased, supported, and reflect agency goals, policies, and procedures (*NFPA 1041, 2007 Edition, 6.2.7*)

Task: Using data summaries and known target audience, evaluate a teaching program and present findings conclusion, and recommendations in a report to the agency administrator. Presentation shall be supported by data, shall not be biased, and shall reflect agency goals, policies, and procedures.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Data summaries
- Formal reports format
- Target audience
- Policies and procedures

Task Steps	
1.	Thoroughly evaluate the specified program
2.	Use data summaries and target audience in evaluating program
3.	Present finds, etc. in a report to the agency administrator
4.	Adhere to statistical evaluation procedures
5.	Adhere to training goals and agency policy and procedures
6.	Present unbiased recommendations supported by data.

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FIRE INSTRUCTOR II/III
PRACTICAL SKILLS AND EXAMINATION HANDBOOK

Skill Sheet #12, Instructional Development

Objective: Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the job performance requirements of the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aides, and an evaluation plan. (*NFPA 1041, 2007 Edition, 5.3.2*)

Task: Given topic and target audience, create a lesson plan using standard format so the JPR's for the topic are met. Lesson plan shall include learning objectives, lesson outline, course materials, instructional aides, and an evaluation plan.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Topic, target audience

Task Steps	
1.	Create a lesson plan
2.	Meet requirements for topic and target audience
3.	Include learning objectives, lesson outline, and course materials
4.	Include instructional aides and evaluation plan
5.	Utilize standard lesson plan format
6.	Use job performance requirements to develop behavior objectives

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FIRE INSTRUCTOR II/III
PRACTICAL SKILLS AND EXAMINATION HANDBOOK

Skill Sheet #13, Instructional Development

Objective: Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so that the job performance requirements are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aides, and an evaluation plan. (*NFPA 1041, 2007 Edition, 5.3.3*)

Task: Given topic and target audience, modify and existing lesson plan using standard format so the JPR's for the topic are met. Lesson plan shall include learning objectives, lesson outline, course materials, instructional aides, and an evaluation plan.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Topic, target audience

Task Steps	
1.	Modify an existing lesson plan
2.	Meet requirements for topic and target audience
3.	Include learning objectives, lesson outline, and course materials
4.	Include instructional aides and evaluation plan
5.	Utilize appropriate lesson plan format
6.	Use job performance requirements to develop behavior objectives

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FIRE INSTRUCTOR II/III
PRACTICAL SKILLS AND EXAMINATION HANDBOOK

Skill Sheet #14, Instructional Development

Objective: Conduct an agency needs analysis, given agency goals, so that instructional needs are identified. (*NFPA 1041, 2007 Edition, 6.3.2*)

Task: Conduct a training need analysis for your agency. Use agency goals and policies to determine instructional needs.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Agency goals
- Policy and procedures

Task Steps	
1.	Conduct a training needs analysis for the agency
2.	Consider agency goals and policies in creating the needs analysis
3.	Consider job performance requirements of the agency
4.	Review existing instructional aides, media and curriculum
5.	Consider characteristics of adult learners
6.	Clearly identify instructional/training needs of the agency

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PRACTICAL SKILLS AND EXAMINATION HANDBOOK

Skill Sheet #15, Instructional Development

Objective: Design programs or curriculums, given needs analysis and agency goals, so that the agency goals are supported, the knowledge and skills are job related, the design is performance based, adult learning principles are utilized, and the program meets time and budget constraints. (*NFPA 1041, 2007 Edition, 6.3.3*)

Task: Using previously defined agency training needs analysis, design program or curriculum that fulfills agency goals, provides knowledge and skills that are job related, is performance based, uses adult learning principles, and meets time and budget constraints.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Agency goals
- Policy and procedures
- Agency needs analysis results

Task Steps	
1.	Design a program or curriculum for the agency
2.	Utilize agency training needs analysis in development of program
3.	Design a program or curriculum that serves agency goals
4.	Develop a program that teaches job-related knowledge and skills
5.	Design a performance based and uses adult learning principles
6.	Design a program that meets time and budget constraints

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PRACTICAL SKILLS AND EXAMINATION HANDBOOK

Skill Sheet #16, Instructional Development

Objective: Write program and course goals, given JPR's and needs analysis information so that the goals are clear, concise, measurable and correlate to agency goals. (*NFPA 1041, 2007 Edition, 6.3.5*)

Task: Use JPR's to write program/course goal statements. Goals must be clear, concise, measurable, and adhere to agency goals.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- JPR's
- Agency goals
- Needs analysis report

Task Steps	
1.	Write program/course goal statements
2.	Utilize JPR's in writing goals
3.	Adhere to agency goals
4.	Write clear and concise goal statements
5.	Write measureable goal statements
6.	Use needs analysis information in creating goals

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Skill Sheet #17, Instructional Development

Objective: Modify an existing curriculum, given the curriculum, audience characteristics, learning objectives, instructional resources and agency training requirements, so that the curriculum meets the requirements of the agency, and the learning objectives are achieved. (*NFPA 1041, 2007 Edition, 6.3.4*)

Task: Modify an existing curriculum so that curriculum meets requirements of the agency and learning objectives are achieved.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Agency goals
- Instructional resources and agency training requirements
- Policy and procedures

Task Steps	
1.	Modify an existing curriculum
2.	Ensure agency requirements are met by the modified curriculum
3.	Ensure learning objectives are achieved
4.	Utilize existing instructional resources
5.	Ensure curriculum is appropriate for target audience
6.	Ensure curriculum is performance based

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Skill Sheet #18, Instructional Development

Objective: Write course objectives, given JPR's, so that the goals are clear, concise, measureable and reflect specific tasks. (*NFPA 1041, 2007 Edition, 6.3.6*)

Tasks: Use JPR's to write course objectives. Objectives must be clear, concise, measureable and reflect specific tasks.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- JPR's
- Instructional resources and agency training requirements

Task Steps	
1.	Write course objectives
2.	Use JPR's in developing course objectives
3.	Write objectives that are clear and concise
4.	Write objectives that are measurable
5.	Write objectives that reflect specific tasks
6.	Correlate JPR's with course objectives

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Skill Sheet #19, Instructional Development

Objective: Construct a course content outline, given course objectives, reference sources, functional groupings and the agency structure, so that the content supports the agency structure and reflects current acceptable practices. (*NFPA 1041, 2007 Edition, 6.3.7*)

Task: Create a course content outline using course objectives, reference sources, agency structure and functional groupings, to create an outline that supports agency structure and adheres to current acceptable practices.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Course objectives
- Agency structure and functional groupings
- Reference sources
- Instructional resources and agency training requirements

Task Steps	
1.	Construct a course content outline
2.	Develop outline based upon course objectives
3.	Utilize appropriate reference sources
4.	Create outline that supports functional groupings, agency structure
5.	Correlate course objectives with lesson plans
6.	Utilize effective lesson plans and instructional methods

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Skill Sheet #20, Instructional Delivery

Objective: Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and target audience, so that the lesson objectives are achieved. (*NFPA 1041, 2007 Edition, 5.4.2*)

Task: Teach a class using a lesson plan prepared by the candidate. Use multiple teaching methods and techniques. Teach to given topic and target audience and meet lesson objectives.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Lesson plan prepared by the candidate
- Instructional aides
- 15-20 time frame
- Target audience
- Classroom or other suitable environment

Task Steps	
1.	Teach from lesson plan prepared by candidate
2.	Use multiple teaching methods
3.	Match lesson plan to topic
4.	Synchronize lesson plan to target audience
5.	Achieve lesson objectives
6.	Use appropriate teaching methods, techniques, and instructional aides

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Skill Sheet #21, Instructional Delivery

Objective: Supervise other instructors and students during high hazard training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed and instructional goals are met. (*NFPA 1041, 2007 Edition, 5.4.3*)

Task: Supervise an increased hazard training scenario so that safety standards and practices are followed and instructional goals are met.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Training scenario with increased potential hazard exposure.
- Students and instructors to accomplish the training scenario

Task Steps	
1.	Supervise an increased hazard training scenario
2.	Properly implement the Incident Command System (ICS or IMS)
3.	Adhere to safety standards and practices
4.	Meet instructional goals
5.	Provide positive safety control over training scenario
6.	Respond to safety issues and address them as they occur

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Skill Sheet #22, Evaluation and Testing

Objectives: Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in an objective reliable and verifiable manner, and the evaluation instrument is bias-free to any audience or group. (*NFPA 1041, 2007 Edition, 5.5.2*)

Task: Create a student evaluation instrument that determines if the student has achieved the learning objectives. The instrument must evaluate performance in an objective, reliable and verifiable manner. The instruments must be bias-free to any audience or group.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Learning objectives
- Audience characteristics
- Training goals

Task Steps	
1.	Create a student evaluation instrument
2.	Create an instrument that determines if the student has achieved the learning objectives
3.	Create an instrument that evaluates performance in an objective manner
4.	Create an instrument that evaluates performance in a reliable manner
5.	Create an instrument that evaluates performance in a verifiable manner
6.	Create an instrument that is bias-free to any audience or group

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Skill Sheet #23, Evaluation and Testing

Objective: Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials. (*NFPA 1041, 2007 Edition, 5.5.3*)

Task: Create a class evaluation instrument that allows students to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Training policy
- Evaluation goals

Task Steps	
1.	Create a class evaluation instrument
2.	Develop instrument that allows feedback from students to instructor
3.	Include opportunity for feedback on instructional methods
4.	Include opportunity for feedback on communication techniques
5.	Include opportunity for feedback on learning environment
6.	Include opportunity for feedback on course content, student materials

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Skill Sheet #24, Evaluation and Testing

Objective: Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished. (*NFPA 1041, 2007 Edition, 5.5.4*)

Task: Analyze student evaluation instruments so that validity is determined and necessary changes are accomplished.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Student evaluation instrument
- Test data
- Learning objectives and policies

Task Steps	
1.	Analyze student evaluation instrument (s)
2.	Conduct analysis using test data
3.	Conduct analysis using learning objectives
4.	Conduct analysis using agency policies
5.	Determine instrument validity or lack thereof
6.	Make necessary changes to create a valid evaluation instrument

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PRACTICAL SKILLS AND EXAMINATION HANDBOOK

Skill Sheet #25, Evaluation and Testing

Objective: Develop a system for the acquisition, storage, and dissemination of evaluation results, given agency goals and policies, so that the goals are supported and those impacted by the information receive feedback consistent with agency policies, federal, state and local laws. (*NFPA 1041, 2007 Edition, 6.5.2*)

Task: Develop a record keeping system for the acquisition, storage, and dissemination of evaluation results so that the agency goals are supported and those impacted by the information receive feedback consistent with agency policies and applicable laws.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Federal, state and local laws that apply to acquisition, storage and dissemination of evaluation results.
- Agency goals and policies

Task Steps	
1.	Develop a record keeping system for evaluation results
2.	Develop a system that allows for acquisition of evaluation of results
3.	Develop a system that provides for storage of evaluation results
4.	Develop a system that provides for dissemination of evaluation results
5.	Develop system that supports agency goals
6.	Develop a system that complies with applicable laws.

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PRACTICAL SKILLS AND EXAMINATION HANDBOOK

Skill Sheet #26, Evaluation and Testing

Objective: Develop course evaluation plan, given course objectives and agency policies, so that objectives are measured and agency policies are followed. (*NFPA 1041, 2007 Edition, 6.5.3*)

Task: Create a course evaluation plan that measures objectives and adheres to agency policy.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Course objectives
- Agency policies

Task Steps	
1.	Develop a course evaluation plan
2.	Develop a plan that measures objectives
3.	Develop a plan that adheres to agency policies

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Skill Sheet #27, Evaluation and Testing

Objective: Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement. (*NFPA 1041, 2007 Edition, 6.5.4*)

Task: Create a program evaluation plan so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement.

Directions

For this skills evaluation checklist, students will need:

Equipment & Materials

- Policies and procedures

Task Steps	
1.	Create a program evaluation plan
2.	Create a program that evaluates instructors
3.	Create a program that evaluates course components
4.	Create a program that evaluates facilities
5.	Create a program that allows student input for course improvement
6.	Create a program that complies with agency policies and procedures

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